

Charles B DuBose Middle

1000 DuBose School Road
Summerville, South Carolina 29483

Grades 6-8 Middle School

Enrollment 960 Students

Principal Kenny Farrell 843-875-7012

Superintendent Joseph R. Pye 843-873-2901

Board Chair Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 3 | 29 | 15 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Average | No |
| 2005 | Average | Average | No |
| 2006 | Average | Below Average | No |

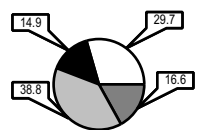
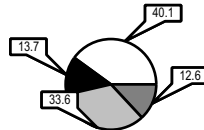
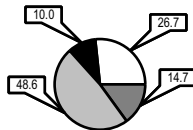
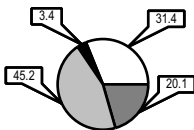
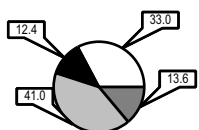
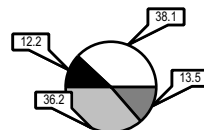
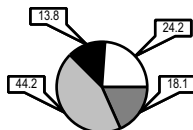
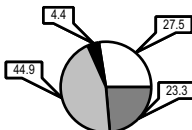
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 100.0 | 97.3 |
| English 1 | 92.1 | 90.6 |
| Biology 1/Applied Biology 2 | N/A | 55.5 |
| Physical Science | N/A | 50.4 |
| All Subjects | 90.2 | 93.8 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 944 | 95.4 | 29.8 | 45.9 | 20.9 | 3.5 | 34.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 502 | 93.8 | 36.1 | 46.1 | 15.7 | 2.1 | 27.1 | N/A | N/A |
| Female | 442 | 97.3 | 22.7 | 45.6 | 26.5 | 5.2 | 43.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 639 | 96.2 | 25.7 | 45.0 | 24.5 | 4.8 | 40.2 | Yes | Yes |
| African American | 267 | 93.3 | 39.8 | 48.2 | 11.1 | 0.9 | 20.4 | No | Yes |
| Asian/Pacific Islander | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 40.0 | 35.0 | 25.0 | 0.0 | 40.0 | I/S | I/S |
| American Indian/Alaskan | 4 | 75.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 818 | 99.8 | 25.8 | 47.8 | 22.6 | 3.8 | 37.3 | N/A | N/A |
| Disabled | 126 | 67.5 | 67.5 | 27.3 | 3.9 | 1.3 | 11.7 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 944 | 95.4 | 29.8 | 45.9 | 20.9 | 3.5 | 34.9 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 938 | 95.4 | 29.5 | 45.9 | 21.0 | 3.6 | 35.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 383 | 92.7 | 35.9 | 46.9 | 14.7 | 2.5 | 26.3 | Yes | Yes |
| Full-pay meals | 561 | 97.3 | 25.8 | 45.2 | 24.8 | 4.2 | 40.4 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 944 | 95.4 | 24.3 | 50.0 | 15.4 | 10.4 | 38.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 502 | 93.8 | 24.1 | 50.5 | 14.8 | 10.6 | 38.9 | N/A | N/A |
| Female | 442 | 97.3 | 24.5 | 49.5 | 16.0 | 10.1 | 37.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 639 | 96.4 | 17.5 | 51.3 | 18.1 | 13.1 | 44.2 | Yes | Yes |
| African American | 267 | 92.9 | 41.8 | 46.7 | 8.4 | 3.1 | 23.6 | Yes | Yes |
| Asian/Pacific Islander | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 25.0 | 55.0 | 15.0 | 5.0 | 30.0 | I/S | I/S |
| American Indian/Alaskan | 4 | 75.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 818 | 99.9 | 21.5 | 51.2 | 16.3 | 11.0 | 40.5 | N/A | N/A |
| Disabled | 126 | 66.7 | 51.3 | 38.2 | 6.6 | 3.9 | 17.1 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 944 | 95.4 | 24.3 | 50.0 | 15.4 | 10.4 | 38.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 938 | 95.4 | 24.1 | 50.0 | 15.5 | 10.4 | 38.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 383 | 92.7 | 31.3 | 47.5 | 15.9 | 5.3 | 30.6 | Yes | Yes |
| Full-pay meals | 561 | 97.3 | 19.8 | 51.6 | 15.0 | 13.6 | 43.2 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 944 | 99.8 | 39.8 | 33.8 | 12.6 | 13.8 | 26.4 |
| Gender | | | | | | | |
| Male | 502 | 99.6 | 39.7 | 29.7 | 14.8 | 15.7 | 30.6 |
| Female | 442 | 100.0 | 39.9 | 38.4 | 10.1 | 11.6 | 21.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 639 | 99.8 | 33.7 | 33.3 | 15.6 | 17.4 | 33.0 |
| African American | 267 | 99.6 | 55.0 | 35.4 | 4.2 | 5.4 | 9.6 |
| Asian/Pacific Islander | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 50.0 | 25.0 | 20.0 | 5.0 | 25.0 |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 818 | 99.9 | 34.8 | 36.4 | 13.4 | 15.3 | 28.8 |
| Disabled | 126 | 99.2 | 73.2 | 16.1 | 7.1 | 3.6 | 10.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 944 | 99.8 | 39.8 | 33.8 | 12.6 | 13.8 | 26.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 938 | 99.8 | 39.6 | 34.0 | 12.5 | 13.9 | 26.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 383 | 99.5 | 49.6 | 33.2 | 8.5 | 8.7 | 17.2 |
| Full-pay meals | 561 | 100.0 | 33.3 | 34.1 | 15.4 | 17.2 | 32.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 944 | 99.8 | 29.3 | 39.0 | 16.7 | 15.0 | 31.7 |
| Gender | | | | | | | |
| Male | 502 | 99.6 | 29.9 | 37.3 | 14.6 | 18.1 | 32.8 |
| Female | 442 | 100.0 | 28.6 | 41.0 | 19.1 | 11.3 | 30.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 639 | 99.8 | 25.3 | 37.4 | 18.6 | 18.6 | 37.3 |
| African American | 267 | 99.6 | 40.0 | 40.4 | 12.9 | 6.7 | 19.6 |
| Asian/Pacific Islander | 9 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 21 | 100.0 | 25.0 | 60.0 | 5.0 | 10.0 | 15.0 |
| American Indian/Alaskan | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 818 | 99.9 | 24.5 | 40.7 | 18.3 | 16.5 | 34.8 |
| Disabled | 126 | 99.2 | 61.6 | 27.7 | 6.3 | 4.5 | 10.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 944 | 99.8 | 29.3 | 39.0 | 16.7 | 15.0 | 31.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 938 | 99.8 | 29.2 | 39.1 | 16.8 | 14.9 | 31.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 383 | 99.5 | 39.9 | 38.8 | 12.2 | 9.0 | 21.3 |
| Full-pay meals | 561 | 100.0 | 22.2 | 39.2 | 19.7 | 18.9 | 38.6 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 302 | 100.0 | 32.9 | 44.6 | 20.4 | 2.1 | 22.5 |
| | 7 | 347 | 100.0 | 26.4 | 50.3 | 21.7 | 1.6 | 23.3 |
| | 8 | 296 | 99.7 | 20.3 | 49.8 | 25.6 | 4.3 | 29.9 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 313 | 95.5 | 31.4 | 42.7 | 21.2 | 4.7 | 25.9 |
| | 7 | 324 | 97.2 | 29.7 | 49.0 | 20.0 | 1.4 | 21.4 |
| | 8 | 307 | 93.5 | 28.1 | 45.7 | 21.5 | 4.7 | 26.2 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 302 | 100.0 | 17.1 | 44.6 | 26.4 | 11.8 | 38.2 |
| | 7 | 347 | 100.0 | 34.0 | 45.0 | 10.4 | 10.7 | 21.1 |
| | 8 | 296 | 99.7 | 25.6 | 49.1 | 15.7 | 9.6 | 25.3 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 313 | 95.5 | 23.4 | 50.0 | 21.9 | 4.7 | 26.6 |
| | 7 | 324 | 96.9 | 19.7 | 50.5 | 15.6 | 14.2 | 29.8 |
| | 8 | 307 | 93.8 | 30.4 | 49.4 | 8.2 | 12.1 | 20.2 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 302 | 100.0 | 33.2 | 35.0 | 17.1 | 14.6 | 31.8 |
| | 7 | 347 | 100.0 | 41.5 | 34.6 | 12.3 | 11.6 | 23.9 |
| | 8 | 295 | 99.7 | 25.4 | 33.9 | 20.0 | 20.7 | 40.7 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 313 | 99.7 | 45.2 | 32.5 | 14.8 | 7.4 | 22.3 |
| | 7 | 324 | 100.0 | 42.6 | 31.5 | 12.1 | 13.8 | 25.8 |
| | 8 | 307 | 99.7 | 31.3 | 37.5 | 10.9 | 20.4 | 31.3 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 302 | 100.0 | 16.8 | 37.1 | 26.4 | 19.6 | 46.1 |
| | 7 | 347 | 100.0 | 45.6 | 35.2 | 11.9 | 7.2 | 19.2 |
| | 8 | 295 | 99.7 | 16.4 | 37.9 | 20.7 | 25.0 | 45.7 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 313 | 99.7 | 20.8 | 40.3 | 21.9 | 17.0 | 38.9 |
| | 7 | 324 | 100.0 | 44.3 | 36.2 | 8.4 | 11.1 | 19.5 |
| | 8 | 307 | 99.7 | 21.8 | 40.7 | 20.4 | 17.1 | 37.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 960) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 24.1% | No change | 18.1% | 16.7% |
| Retention rate | 6.8% | Up from 6.6% | 2.7% | 2.5% |
| Attendance rate | 95.7% | Up from 95.3% | 96.0% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.3% | Down from 4.9% | 0.2% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.4% | Down from 5.0% | 0.1% | 1.0% |
| Eligible for gifted and talented | 15.7% | Up from 15.1% | 20.2% | 15.6% |
| On academic plans | 43.6% | N/AV | 35.4% | 39.9% |
| On academic probation | 0.5% | N/AV | 0.3% | 0.7% |
| With disabilities other than speech | 9.8% | Down from 12.9% | 12.5% | 12.4% |
| Older than usual for grade | 5.8% | Up from 5.5% | 4.4% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 9.2% | Down from 29.0% | 0.7% | 0.9% |
| Annual dropout rate | 0.1% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n= 65) | | | | |
| Teachers with advanced degrees | 47.7% | Down from 53.2% | 51.9% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 8.9% | N/A | 6.2% | 9.1% |
| Teachers with emergency or provisional certificates | 5.3% | Down from 6.1% | 4.3% | 5.6% |
| Teachers returning from previous year | 84.9% | Up from 84.4% | 87.5% | 84.6% |
| Teacher attendance rate | 94.2% | Down from 95.2% | 94.9% | 94.8% |
| Average teacher salary | \$41,788 | Up 3.7% | \$42,812 | \$42,267 |
| Prof. development days/teacher | 13.0 days | Up from 10.0 days | 12.3 days | 11.9 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 23.3 to 1 | Up from 21.7 to 1 | 22.3 to 1 | 21.1 to 1 |
| Prime instructional time | 88.6% | Down from 89.4% | 89.7% | 89.0% |
| Dollars spent per pupil* | \$5,609 | Down 0.6% | \$6,194 | \$6,243 |
| Percent of expenditures for teacher salaries* | 61.7% | Down from 62.4% | 60.2% | 59.8% |
| Percent of expenditures for instruction* | 65.3% | | 65.0% | 65.2% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 92.7% | Up from 75.2% | 99.0% | 97.4% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | Up from Average | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.0% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

DuBose Middle School is a suburban 6th-8th school. The staff includes a principal, three assistant principals, 62 certified teachers, and 947 students. Our mission is to provide every student with the skills necessary to become a productive citizen by creating a learning environment where all students will learn at his or her highest potential.

The 2005 PACT scores indicated substantial growth in science and social studies, while indicating a need for improvement in reading. Through intensive study of PACT scores in relation to state AYP objectives, we were able to identify specific populations within the school that posed unique educational challenges. Educational best practice strategies and programs, including an individualized mentoring program, have been implemented to positively affect these groups within our school family. We have emphasized rigor and relevance, which focuses on higher order thinking skills and the connection between content area studies and daily life. We continue to utilize the John Hollingsworth's Explicit Direct Instruction Model. The Lowcountry Writing Course was offered on-site to reinforce writing instruction in all content areas. PACT data was used to identify Below Basic scoring students who were scheduled for the Read 180 Program, academic assistance labs, math tutorial class, and weekly remediation. In order to plan more effectively for standards-based instruction, teachers were provided a scheduled time for team, grade level, and content area planning as well as opportunities for vertical alignment across grade levels for each content area.

DuBose has made every effort to address the intellectual, social, and physical needs of the students. We have implemented a student advisement program to discuss topics such as study skills, goal setting, brain research, and learning styles. Journey to the Middle offered support to sixth graders and their families during their transition to middle school. All students were offered a variety of exploratory class choices. A grant was awarded to a 7th grade social studies teacher who presented her project at the S.C. Middle School Conference. Additionally, she was awarded a grant from Office Depot for technology supplies to support her program. Students have also been provided the opportunity to participate in extracurricular activities, which include volleyball, football, wrestling, basketball, and baseball.

The DuBose PTSA and SIC have helped to promote parental and community involvement through mentoring programs. In-Touch, an on-line communication system, was implemented this year and has been an effective tool. It enables communication of student progress, attendance, school events, and celebrations through the Internet.

DuBose received media recognition during the school year when a school-wide recycling program was initiated and implemented by a group of sixth grade students. Also, our fine arts program was highlighted as we added a new steel drum program. In addition, our volleyball and basketball teams won the district-level championship tournaments for 2005-2006. DuBose will continue to work diligently as Champions for Children.

Raymond A. Burke, Principal
Rose Hamrick, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 50 | 262 | 181 |
| Percent satisfied with learning environment | 92.0% | 66.9% | 77.4% |
| Percent satisfied with social and physical environment | 94.0% | 72.6% | 74.2% |
| Percent satisfied with school-home relations | 61.2% | 81.2% | 69.5% |

*Only students at the highest middle school grade level at this school and their parents were included.